

The Pedagogical Power of Digital Storytelling: Shaping Character and Psychological Growth in Early Childhood Education

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Abstract

Digital storytelling (DST) has been widely adopted as a technology-supported pedagogical approach. This qualitative study examined teachers' views on the use of value-based DST in a primary school classroom and how they perceived changes in students' behavior. The study was conducted with students of class 5th of FGPS NO.2 (G), WAH CANTT. Value-based digital stories were integrated in Urdu and Islamiyat teaching for a period of eight weeks. Data were gathered from a focus group discussion with nine teachers who were involved in the intervention, and it was analyzed using the thematic analysis framework of Braun and Clarke. Results showed that teachers viewed value-based DST as having an impact on the following: positive change in behavior enhanced social bonding, helpful behavior, development of confidence and self-recognition, meaningful learning and goal orientation, opportunities for reflection, and personal growth. Teachers also noted practical challenges with electricity, ICT resources, teacher training, and balancing DST with curriculum requirements. The results are discussed within the framework of Ryff's eudaimonic perspective and complemented by Self-Determination Theory (SDT). The study provides contextual qualitative evidence from primary education and shows the potential of integrating moral narratives with digital pedagogy for the holistic development of students.

Keywords: Digital storytelling, eudaimonic well-being, primary education, value-based digital stories, self-determination theory

Introduction

Digital storytelling is increasingly seen as a valuable pedagogical tool, blending the educational power of narrative with the possibilities afforded by digital technology. Unlike traditional storytelling, digital storytelling can reach learners through multiple modes of representation so that they can see, hear, and interpret information simultaneously. A systematic review of educational digital storytelling conducted by Wu and Chen (2020) reveals that digital storytelling has been associated with cognitive, affective, academic, linguistic, technological and social learning outcomes. The convergence of images, narration, music, animation, and written text can thus create a rich learning environment in which students are not just passive recipients of information but are prompted to interpret, reflect on, and relate the story content to their experiences. Such attributes make digital storytelling especially relevant. Digital technology has undergone rapid development, changing the ways children learn, communicate, interact, and experience social and cultural values. Schools are therefore challenged to prepare learners not only for academic suc-

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cess but also for active and responsible participation in increasingly complex social and digital contexts. Modern education is concerned not only with traditional academic knowledge but also with communication, collaboration, creativity, critical thinking, problem solving, social awareness, and digital competence (Ananiadou & Claro, 2009). In this context, there is a need to pay more attention to pedagogies that integrate technology with meaningful social and moral learning.

Digital storytelling (DST) is now a technology-supported instructional method that merges the traditional power of storytelling with digital multimedia elements such as images, voice, music, text, animation, and video, allowing learners to experience stories in a range of sensory and communicative modes (Robin, 2008). Instead of transmitting information, DST offers opportunities for learners to interact with characters, situations, emotions, and moral dilemmas and to promote interpretation, reflection, and personal meanings. In addition, the narrative and multimedia combination can facilitate the understanding of abstract concepts and values by presenting them in concrete situations and emotionally engaging characters. In the classroom, digital storytelling has been associated with increased learner engagement, participation, creativity, communication, collaboration, reflection, and digital proficiency (Robin, 2008; Sadik, 2008; Yang & Wu, 2012). Furthermore, recent evidence suggests that educational digital storytelling can support cognitive and affective learning outcomes such as creativity, collaboration, self-reflection, emotional engagement, and meaningful learning experiences (Sarica, 2023; Bai et al., 2026). Researchers have linked storytelling to social, emotional, linguistic, and moral development in early school environments (Rahiem, 2021; Gunawardena & Koivula, 2024). The educational importance of storytelling becomes greater when the stories include values that children can relate to their everyday experiences. Stories based on values can show situations in which students think about ideas such as respect, empathy, responsibility, cooperation, honesty, perseverance, and helping others. Such an orientation is consistent with the eudaimonic conception of well-being. Eudaimonic approaches go beyond temporary pleasure and focus on meaningful functioning, personal development, relationships, purpose, and the realization of human potential. Ryff (1989) defined well-being as a six-dimensional model of psychological well-being, namely self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth.

This qualitative article specifically focuses on teachers' perspectives on the use of value-based DST. Teachers have an important role in interpreting students' classroom behavior because they observe learners in repeated instructional and social situations. Their accounts might offer perspective on how an intervention is experienced in everyday classroom practice. At the same time, teacher perceptions should not be taken as a direct measure of students' psychological well-being. The present study hence considers teachers' reported observations, not claims of objective evidence of psychological change.

This study took place in a primary school in Pakistan, where teachers used value-based digital stories to teach Urdu and Islamiyat. The intervention consisted of stories followed by discussion, reflection, collaborative activities, and creative activities. This incorporation is important because it embeds DST into the normal curriculum practice and not as a standalone well-being program.

Objective

To explore teachers' views on the pedagogical contribution of value-based DST to students' behavioral, interpersonal, reflective, and developmental experiences.

Research question

What is the perception of primary school teachers regarding the contribution of value-based digital storytelling to students' behavioral, interpersonal, reflective, and eudaimonic development?

Literature Review

Digital storytelling is a type of multimodal storytelling in which the narrative is enhanced by digital media. The educational value of DST lies not only in its technological features but also in how technology can be used to facilitate meaningful engagement with narrative. DST is a potentially powerful classroom technology because it can involve teachers and learners through narrative and multimedia (Robin, 2008).

The narrative dimension is especially valuable for younger learners. Stories give children familiar characters, conflicts, emotions, decisions, and consequences through which they can make sense of social situations. Rahiem (2021) discovered that digital storytelling can contribute to more engaging, communicative, and captivating learning, while teachers must also develop adequate technological and pedagogical competencies. Similarly, studies examining teachers' use of digital narratives indicates that teacher guidance, dialog, and instruction remain relevant in technology-mediated storytelling (Undheim & Jernes, 2020).

More recent research has shown that pedagogical storytelling benefits social-emotional development. Gunawardena & Koivula (2024) argue that story-based activities can provide opportunities for children to discuss feelings, social situations, relationships, and appropriate responses to others. Therefore, value-based DST is more than a technological teaching aid; it is a context in which learners are confronted with moral situations, they reflect on their behavior, and they interact with their peers. Wu and Chen (2020) systematically reviewed 57 educational digital storytelling studies and found that digital storytelling has been associated with affective, cognitive, conceptual, academic, technological, linguistic, ontological, and social outcomes.

Eudaimonic well-being emphasizes positive psychological functioning and the realization of human potential, rather than simply pleasure. This view remains a prominent psychological model for understanding Ryff's (1989) model. Its six dimensions (self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth) reflect different aspects of functioning associated with a meaningful and psychologically healthy life.

The activities should be developmentally appropriate for children and provide opportunities for children to see their strengths, interact positively with others, develop meaningful goals, learn from mistakes, and engage in personal growth within primary education. Value-based storytelling can assist these processes by creating situations in which learners are encouraged to contrast the actions of characters with their experiences.

The link between DST and eudaimonic development is relatively less explored. The literature on DST has predominantly addressed the issues of engagement, communication, literacy, creativity,

technological competence, and academic learning and less on the development of values and positive psychological functioning. This raises the question of how technology-supported narrative pedagogy can be used to bridge curriculum learning and personal and social development.

Self-Determination Theory (SDT) offers a complementary theoretical lens to understand the teachers' accounts. Deci and Ryan (2000) identify three basic psychological needs: autonomy, competence, and relatedness. The fulfillment of these needs is related to motivation, psychological growth, effective functioning, and well-being. In educational environments, learners might feel competent when they feel they can complete tasks, autonomous when they are given meaningful opportunities for participation and expression, and related when they feel they belong to others (Ryan & Deci, 2000).

DST can create conditions that support these needs. Discussion and reflection can create opportunities for students to express their interpretations and points of view, thereby generating opportunities for autonomy. Collaborative story-related activities also require students to exchange ideas, listen to others, negotiate meaning, and solve problems together. Successful participation in creative tasks, communication, and problem solving may provide support for perceptions of competence. Group activities, cooperation, empathy, and peer support can encourage relatedness.

Our present-day understanding of 21st-century learning stresses a set of competencies required for active engagement in social, educational, and professional environments. These are communication, collaboration, creativity, critical thinking, problem solving, and digital competence (Ananiadou & Claro, 2009). When implemented within the framework of purposeful interaction rather than content delivery, digital learning environments can offer opportunities for the development of such competencies. Creative activities with storytelling might also encourage learners to build or represent ideas in a different way. Thus, the social and cognitive processes involved in value-based DST may share some overlap with several of the commonly identified 21st-century skills.

This study uses SDT as a complementary interpretive lens, rather than a directly measured theoretical construct. The FGD did not look at the students' autonomy, competence, or relatedness. Instead, the qualitative patterns can be meaningfully interpreted in relation to SDT in the teachers' descriptions of confidence, participation, cooperation, communication, and peer support. The present study does not claim that 21st-century skills were measured directly. Instead, teacher accounts are analyzed for evidence of opportunities and perceived developments in communication, collaboration, creativity, problem solving, social awareness, and digital engagement.

Methodology

The study utilized a "qualitative research design" to examine teachers' experiences and perceptions of value-based DST in a primary-school classroom. The qualitative focus allowed teachers to attend to accounts of student behavior, interaction, engagement, reflection, and developmental experiences.

Participants & Setting

The research was conducted in a class 5 classroom at Federal Govt. Public School No. 2 (Girls), Wah Cantt, Pakistan. The broader intervention involved eight weeks of value-based digital sto-

ries embedded in the teaching of Urdu and Islamiyat. The stories dealt with age-appropriate moral and social values, then followed classroom discussion, reflection, group activities, and creative work.

The teacher focus group comprised nine subject teachers in Class 5 who were familiar with or involved in implementation of the intervention. The FGD concentrated on teachers' observations of students' engagement, behavior, cooperation, reflection, interpersonal interaction, and perceived developmental changes.

Data Collection

Post-intervention, one focus group discussion with a teacher was conducted. Teachers' experiences with value-based digital stories and their perceptions of students' responses were discussed. Questions were asked about students' classroom involvement, cooperation, communication, reflection, interpersonal behavior, confidence, helping behavior, learning, and reactions to the moral content of the stories. The intervention involved stories with structured discussion, reflection, collaborative activities, and creative tasks. These activities were intended to connect narrative values to the daily experiences and behaviors of the students.

Data Analysis

The FGD transcript was analyzed using Braun and Clarke's (2006) six-phase thematic analysis: familiarization with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the final thematic account. The analysis was primarily deductive in orientation, informed by the study's eudaimonic framework, but was also sensitive to patterns emerging from teachers' accounts. Initial coding was related to behavior change, self-reflection, cooperation, empathy, interpersonal relationships, helping behavior, personal development, purpose, engagement, and responses to DST.

The analysis began by identifying codes that recurred in the teacher discussion and then grouping conceptually related observations into larger themes. Themes were reviewed for coherence, distinctiveness, and relevance to the research question. Notably, the analysis treated teachers' statements as perceptions and observations, not as direct psychological measures of students.

Findings

The analysis of the teacher FGD generated six major themes and a few contextual categories, as shown in the attached picture of the final thematic map.

Figure.1 Final Thematic Map

Each theme was analyzed to define the central idea, set theoretical boundaries, and ensure the label selected was an accurate reflection of the identified pattern.

Themes

These themes showed recurring patterns in teachers' accounts of students' responses to value-based DST. The goal was to develop unique themes that reflected participants' feedback, were distinct from one another, and aligned with the study's focus on well-being.

Following is a picture of the revised thematic framework.

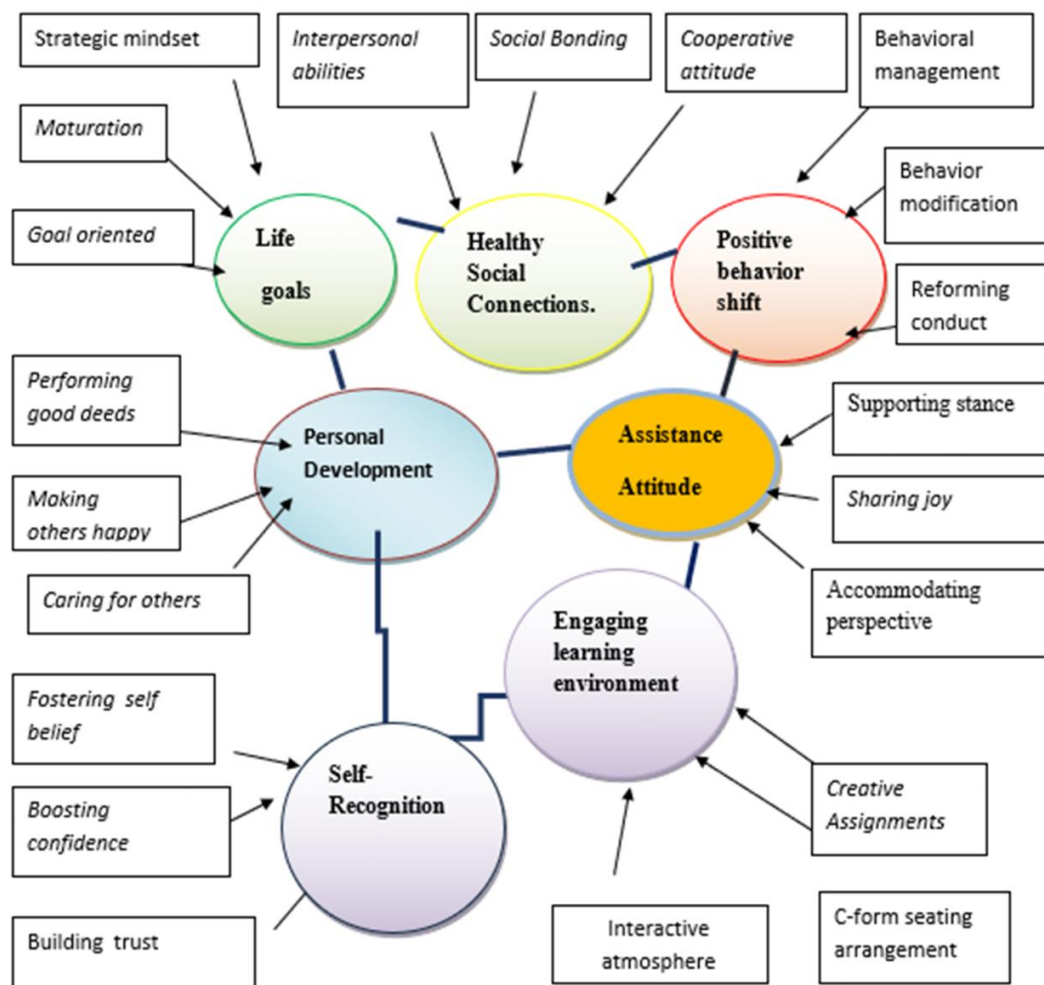
Key

Theme:

Sub theme:

Relationship between themes:

Link to subthemes:



Theme 1: Positive behavioral shift

The most common theme in the teachers' accounts was around perceived changes in students' behaviors and attitudes. Teachers reported that students became more socially aware, cooperative, confident, and interested in learning. They also cited examples where students seemed to become aware of errors and rethink inappropriate actions.

Teachers reported that students learned that behaviors such as teasing, name-calling, or judging someone by their appearance were unacceptable. The stories appeared to offer situations where students were able to compare their behavior with the behavior and consequences depicted in the narratives. Teachers thus perceived the intervention as a reflection on everyday conduct rather than a transmission of moral information.

The accounts also revealed that increased participation in class was associated with behavioral change. Teachers reported that students who had not shown as much interest previously were now more enthusiastic about activities related to the stories. Teachers reported that the intervention stimulated learners to be more active in their participation and to engage in the lessons in a meaningful way. The data showed positive change, recognition of mistakes, confidence, social awareness, and interest in learning as the recurrent codes.

From a eudaimonic view, this pattern can be conceptualized as several dimensions rather than a separate Ryff dimension. Self-acceptance, being open to learning from mistakes to grow personally, and having better interactions with peers to build positive relationships with others may lead to increased self-awareness and confidence.

Theme 2: Healthy Social Connections

Another major theme was the students' relationships with one another. Teachers talked repeatedly about teamwork, communication, empathy, mutual respect, friendship, companionship, and supportive relationships. These observations suggested that the intervention offered opportunities for social interaction with students working with and responding to their peers.

Group activities helped students work together and share ideas, teachers said. The collaborative nature of the activities seemed to make social interaction an important part of the learning experience, rather than an incidental outcome. Teachers also reported more supportive relationships and more appreciation for classmates' achievements.

The analysis found tightly linked codes such as collaboration, camaraderie, effective communication, compassion, respect, companionship, emotional ties, and supportive bonds. The codes were grouped around the central theme of students cultivating more meaningful, positive peer relationships.

This finding is very much in line with Ryff's domain of positive relations with others, which is characterized by relationships that are meaningful, warm, trusting, and supportive. It is also particularly compatible with the relatedness need of SDT. For teachers, the combination of storytelling, discussion, and group activities opened avenues for students to experience belonging and interpersonal connection.

Theme 3: Helping behavior

Teachers reported observing students helping one another, sharing ideas, working together on activities, and responding to the needs of their peers. In this sense, help was conceptualized as an observable social behavior and not as a separate Ryff dimension. Teachers noted increased cooperation among students, such as assisting classmates with classroom tasks, explaining activities to each other, and working together on learning activities. These findings suggest that digital storytelling offered students opportunities to cognitively understand moral values and enact them through everyday interactions with peers. Helping behavior was, therefore, an expression of the social and relational dimension of eudaimonic development, especially in terms of cooperation, empathy, mutual support, and care for others.

Theme 4: Self-recognition

The third theme was related to students' self-confidence and recognition of their abilities. Teachers felt that participation in the activities helped some learners to be more confident in expressing themselves, contributing to groups and participating in classroom activities.

Confidence seemed especially meaningful to students when they had successful participation. When learners contributed positively to group activities or demonstrated their abilities, teachers perceived an increase in self-confidence. These experiences can be important for the development of competence, because students can experience themselves as capable contributors.

This finding can be explained from both the Ryff and SDT perspectives. In Ryff's model, self-acceptance may relate to higher levels of self-confidence and awareness of one's strengths and weaknesses. Within SDT, the psychological need for competence can be satisfied through successful engagement and acknowledgment of competence. However, these theoretical interpretations should be taken tentatively, as competence and self-acceptance were not measured in the FGD.

The teachers' stories thus reveal that value-based DST can provide a context in which students can feel achievement, express themselves and receive social recognition. Such experiences may be particularly salient for primary learners who are developing their sense of capability and social identity.

Theme 5: Life goals

Teachers' accounts also demonstrated a forward-looking pattern of goal setting, planning, achievement, and purposeful behavior. Students were said to be increasingly aware of the link between effort, planning, and achievement. Stories appeared to offer a way of talking about the significance of making wise choices and working toward desired outcomes.

Teachers' comments linked goals to planning and success, indicating students were encouraged to think beyond current classroom activities. Related codes identified in the analysis were goal setting, planning, success, self-confidence, and future achievement.

This pattern is consistent with Ryff's purpose-in-life dimension, as purpose is concerned with having goals and a sense of direction. Through concrete narrative situations the stories may have provided children with access to notions of responsibility, meaningful action, and purposeful behavior.

Reflection was especially important in this process. Teachers talked about students discussing the morals of stories and relating them to everyday happenings. This kind of reflection can help learners move beyond simply identifying a moral lesson to begin thinking about how that lesson might apply to their own choices.

Theme 6: Personal Development

The fifth theme was related to the wider learning processes around DST. Teachers reported that students became more interested, active, creative, communicative, and engaged in learning. The

activities in the story included discussion, group work, creative activities, and poster making. These activities encouraged students to share ideas and collaborate with others.

Teachers perceived DST as an engaging learning environment and not just entertainment. The classroom was arranged to promote interaction through group activities, with students engaged in hands-on and creative tasks. Teachers reported higher motivation, collaboration, creativity, comprehension, and active participation.

This theme most closely aligns with 21st-century skills. Communication was evident in discussion and sharing ideas, collaboration was evident in group activities, creativity was evident in creative responses and in poster work, and problem solving was associated with collaborative learning activities. Digital engagement also enabled learners to experience technology as part of curriculum learning.

These processes are consistent with the general understanding of the competencies of the 21st century that point to communication, collaboration, creativity, problem solving, and digital competence (Ananiadou & Claro, 2009).

Contextual Findings

Contextual findings showed that digital storytelling helped to create an engaging learning environment but also required teachers to balance between technology-supported activities, curriculum demands, and existing ICT limitations. Students described digital stories as fun and engaging and different from traditional classroom instruction that fostered their attention, participation, discussion, and interaction with peers. The multimedia narratives enabled students to connect events in the story with their experiences and to talk about moral values and appropriate behaviors in a more meaningful way. However, the teachers suggested that the integration of digital storytelling cannot be separated from the realities of the school context. At times, restricted access to digital devices, internet connectivity, electricity, and other ICT resources limited the frequency and continuity of technology-based activities. Teachers, therefore, had to fit the stories into the available instructional time while ensuring that they did not compromise core curriculum objectives.

The results indicated that digital storytelling boosted classroom engagement, but its effectiveness was linked to the extent to which technology could be practically integrated with existing curriculum demands and infrastructural conditions. These findings show that the success of digital storytelling depends not only on the quality of stories but also on infrastructure, teacher preparation, instructional time, and appropriate curriculum planning.

Discussion

The results show that teachers perceived value-based DST as a pedagogical tool that could connect academic learning with students' behavioral, interpersonal, reflective, and developmental experiences. Instead of seeing DST as a simple technological innovation, teachers highlighted what happened around the stories: discussion, reflection, cooperation, communication, creative activity, and application of moral lessons to everyday situations.

The first important finding, “positive behavioral and attitudinal change,” indicates that teachers viewed value-based stories as offering children opportunities to reexamine their behavior. Students were reported to identify errors, reduce inappropriate behaviors, and become more socially aware. This fits with the eudaimonic focus on positive functioning and development rather than fleeting pleasure (Ryff, 1989). The stories seem to have served as reflective cues for students to think about behavior in terms of moral situations.

The findings on social relationships are especially critical. Teachers said, “More cooperation, communication, empathy, respect, friendship, and peer support.” These findings are in line with Ryff’s dimension of positive relations. They also correspond to SDT, specifically relatedness, as the classroom activities appeared to provide opportunities for students to experience social connection and belonging. Relatedness is one of the basic psychological needs related to healthy psychological development, according to Deci and Ryan (2000).

This study also provided a way to understand how SDT can help us understand the theme of trust and proficiency. Teachers commented that students felt more confident after successful participation, implying they may have seen themselves as capable contributors. According to SDT, experiences of competence can facilitate motivation and positive functioning (Ryan & Deci, 2000). Moreover, the results may be seen in the wider eudaimonic perspective of Ryff, as indicating elements of self-acceptance and growth. So, the two theoretical perspectives are complementary. Ryff offers a framework for understanding positive functioning and development, and SDT helps to explain how classroom experiences can foster psychological growth via competence, autonomy, and relatedness.

The results regarding purpose in learning and goal orientation also have implications for eudaimonic development. Teachers reported that students had been prompted to think about goals, planning, effort, and future success. This finding is consistent with purpose in life, conceptually, although the present qualitative evidence should not be interpreted as a direct measure of that dimension. Instead, teachers said value-based narratives provided opportunities for children to talk about taking action for a purpose and the results of their choices.

Another important contribution relates to 21st-century skills. Observations by teachers indicated that DST activities supported communication, collaboration, creativity, and problem solving. These competencies are fundamental to today’s educational frameworks (Ananiadou & Claro, 2009). DST might therefore be a particularly fertile link between the use of technology and social learning, as students are not just consuming digital content but discussing narratives, making sense of situations, collaborating with peers, sharing ideas, and engaging in creative activities.

The results also point out the value of teachers as mediators of digital pedagogy. Introducing technology does not automatically produce educational or developmental benefits, as DST does not. Teachers select stories, structure discussions, link narratives to curriculum content, foster reflection, and encourage collaborative activities. Previous studies also indicate the role of teachers’ pedagogical strategies in technology-mediated storytelling (Undheim & Jernes, 2020). Thus, the value of DST is in part in how teachers translate digital stories to meaningful learning experiences.

The context of the Pakistani curriculum is important too. The inclusion of value-based stories in the subjects of Urdu and Islamiyat helped link digital pedagogy with subjects related to language,

values, morality, and social life. Such a combination can increase the contextual relevance of DST, as values are discussed within familiar linguistic and cultural settings, instead of being introduced by a separate intervention.

The teachers' concerns over electricity, ICT resources, teacher training, and curriculum time at the same time show that structural conditions effect digital pedagogy. Similarly, Rahiem (2021) stressed the significance of teacher technological capacity, ICT equipment, funding, and curriculum adaptation to support digital storytelling. The successful application of DST requires the appropriate content and institutional support.

Implications

The results have several implications for primary education.

Teachers can incorporate value-based digital stories as supporting materials to combine curriculum content with moral reflection and social development. Stories should not be mere materials for passive viewing but should be accompanied by discussion and reflective activities.

Second, DST can be intentionally designed to offer opportunities for 21st-century skills. Group discussion can facilitate communication, collaborative tasks can facilitate teamwork, creative responses can facilitate creativity, and story-based dilemmas can promote problem solving and critical reflection.

Third, teacher training should incorporate technological and pedagogical considerations of DST. Teachers need help to find or produce suitable stories, relate them to curriculum targets, facilitate discussion, and manage classroom time.

Fourth, schools require adequate ICT infrastructure and dependable electric power to guarantee continuity. Institutional planning should therefore be accompanied by pedagogic innovation.

Finally, value-based digital storytelling may be particularly useful in settings where schools are attempting to blend academic learning with character development and social-emotional learning. However, future research needs to incorporate multiple information sources to evaluate these outcomes rather than relying on teacher perceptions alone.

Limitations

There are several limitations to consider in the interpretation of the study. First, the findings are based on a single focus group discussion (FGD) with nine teachers in one primary school setting. As a result, the findings provide qualitative insights that are contextual rather than broadly generalizable.

Second, the study is based on teachers' perceptions and observations; teachers can be useful sources of information about classroom behavior, but their reports cannot directly show changes in students' psychological well-being. Future research needs to combine teacher perspectives with student interviews, classroom observations, and appropriately validated measures.

Third, the study was carried out in one intervention context that integrated value-based DST into Urdu and Islamiyat. The results may not generalize well to other subjects, age groups, schools, or cultural contexts.

Fourth, SDT needs and 21st-century skills were not measured directly. Their inclusion in the discussion is a theoretical interpretation of the qualitative patterns rather than an empirical testing of those constructs.

Conclusion

This qualitative research investigated teachers' perceptions of value-based digital storytelling in a primary school classroom. The findings suggest that teachers perceived the approach as going beyond traditional academic teaching. They reported positive changes in behavior and attitude, increased cooperation and social connections, increased confidence, intentional learning, reflection, creativity, communication, and personal development.

These findings are in line with Ryff's eudaimonic view of positive psychological functioning and human development in general. They can also be conceptualized using self-determination theory, particularly in relation to competence and relatedness, though these needs were not directly assessed. The collaborative and reflective nature of the activities also implies that value-based DST may provide opportunities for developing communication, collaboration, creativity, problem solving, social awareness, and digital competence—key areas associated with 21st-century learning.

The study thus regards value-based digital storytelling not only as a technological instructional technique. With teacher-guided discussion, reflection, collaboration, and curriculum integration, it may provide a meaningful learning environment in which academic, moral, social, and developmental goals can intersect. Infrastructure, teacher preparation, and curriculum time are also important conditions for success in implementation.

Overall, the teachers' perspectives suggest that value-based DST has the potential to be a contextually relevant pedagogical approach for integrating curriculum learning with eudaimonic development and 21st-century skills in primary education. Future research should build on these qualitative insights and use multiple sources of evidence in larger, multi-site studies to explore the developmental processes and outcomes associated with value-based digital storytelling.

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